DOCUMENT RESUME

ED 404 058 RC 020 889

AUTHOR Panhwar, Farzana
TITLE Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh.
INSTITUTION Sindh Rural Women's Uplift Group, Hyderabad (Pakistan).
PUB DATE [96]
NOTE 7p.
PUB TYPE Information Analyses (070) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Access to Education; *Educational Needs; Elementary Secondary Education; *Equal Education; Foreign Countries; Relevance (Education); Rural Urban Differences; Sex Discrimination; *Social Attitudes; *Vocational Education; *Womens Education
IDENTIFIERS *Pakistan; Social Barriers

ABSTRACT

The education of females is one of the best investments that a country can make in its future, because it enables the country to draw more fully on all of its human resources for national development. In 1981, 26.2% of the population of Pakistan above the age of 10 was literate. The literacy rate was 35.1% for males compared to 16% for females, and ranged from a high of 53.3% for urban men to a low of 7.3% for rural women. The female school enrollment drops sharply after the primary level, and then again after the secondary level. The student dropout rate is linked to the social, cultural, economic, and educational background of the parents. Disparities in educational attainment correspond to other social inequities between urban and rural populations and between men and women. Many rural people want to continue their daughters' education, but it is socially unacceptable for girls to leave their homes for education. Girls are also excluded from apprenticeships in commercial shops, through which boys learn a trade. However, social attitudes are changing, in that educated young men want to marry educated women. Rapid expansion and revitalization of the education system is needed. Improvements are needed in training, planning, management, and promotion of innovation to enable the entire education system to respond to rapidly changing socioeconomic and cultural demands. Other suggestions for improvement include increasing literacy education and job training for women; distributing educational videotape cassettes through the existing commercial video rental infrastructure; increasing computer uses in education; and focusing the educational system on vocational education, especially for females. (TD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 404 058

# Women and Girls, Tradition, Modernity and Post-Modernity in Education in the Province of Sindh

**Mrs. Farzana Panhwar**

**Sindh Rural Women's Uplift Group**

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Farzana Panhwar

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

RC020889

BEST COPY AVAILABLE

WOMEN AND GIRLS, TRADITION, MODERNITY AND POST-MODERNITY IN EDUCATION IN THE PROVINCE OF SINDH

Mrs. Farzana Panhwar
Sindh Rural Women's Uplift Group
157-C, Unit No.2, Latifabad, Hyderabad (Sindh) Pakistan.
Fax: (92221) 860410 and (9221) 5830826 & 572231 & 5874451.

INTRODUCTION.

In 1981, 26.2% of population above 10 years was literate, but the overall male literacy was 35.1% as compared to 16.0% for female, and gender differences varied from a high 53.3% for urban men to a low 7.3% for rural women. Many people in rural areas want to continue education of their female children but it is not socially accepted that girls leave their homes for education. The female enrolment in schools drops sharply after primary level (4-5 years at school) and in urban areas too mostly during the early years of secondary education (a total of 10 years schooling at age of 14-16). They drop out sharply after primary level, and subsequently after completion of secondary school. Rate is slightly at post-secondary level. Only one of every seven students registered in the 20 is a woman. The drop-out of students from school are linked with social, cultural, economic and educational back-ground of the parents. Social and educational inequalities tend to go together, low levels of education attainments go with shap disparities as between urban population and rural population and as between men and women.

RAPID EDUCATIONAL EXPANSION AND RESHAPING REVITALISATION OF EDUCATION SYSTEM ARE THE PROBLEM OF EDUCATION TO OVERCOME WE HAVE FOLLOWING SUGGESTIONS:

Experience in Pakistan and abroad has convinced us that there are no training facilities available in Pakistan for various professions, people like to enter. There is a total dearth of technicians in all fields. The universities and polytechnical institutes lacking laboratory and training facilities, impart only theoritical training. This is not totally useless, as once on the job, a good number of persons educated this way are able to pick-up practical work pertaining to the field they are assigned, but between them and the laymen, there is no training facility available. In cases where such training is available, it lacks possibilities of practical work. Since country needs trained people, usually young boys of the age of 13-14 years volunteer to work in commercial shops, free of charge. Not every body gets a chance, but only those parents happen to know these commercial establishments. It is not unusual to find-out two or three trainees attached each skilled worker. The commercial shops benefit by free labour. The owners are also careful not to train these young boys too fast. Thus it takes about

Rc 020889

4 to 5 years to became welder, carpenter, black-smith, auto-mechanic, denter, painter, book-binder, glass worker, brick layer, potters, tailer, and etc. This type of apparantice-ship does not involve payment of wages, though they are served lunch, tea and snack free. Working hours in the single owner shops are 11 to 12 a day and for 6 days a week. It is a good example of child labourer, but the establishments escape the law as children are treated as trainees. Since the society does not allow women to go and work with men, they do not get training in any of trades. There are no schools giving training in trades like hoteleering, fruit and vegetables processing, handling of grains the total field of horticulture and etc. Thus the women are deprived of the opportunity to enter in to various trades in absence of training facilities.

FROM THE CULTURAL, ECONOMIC AND SOCIAL VIEW POINTS, TO EDUCATE GIRLS AND WOMEN IS ONE OF THE BEST INVESTMENT THAT A COUNTRY CAN MAKE IN ITS FUTURE, BECAUSE IT ENABLE THE COUNTRY TO DRAW MORE FULLY ON ALL OF ITS HUMAN RESOURCES FOR NATIONAL DEVELOPMENT.

In Pakistan, the society in the past, did not consider female education essential and the result is that as compared to men, women are backward and miss-fit to become wives of educated young men and the whole family starts suffering for rest of the life. The change came when some of the educated boys rebell and refuse to marry un-educated girls, selected by the parents of both parties. The girl's parents also found that chances of suitable marriage of girls were reduced inversely in proportion to the years of education the girls had. The education of girls started in the upper class first-but quickly spread to the middle class as demand for marriage of educated girls increased. The rural middle class also found that educated boys of rural areas were looking for educated girls. As of today the upper and upper middle class urban people of Pakistan send the girls for education right up to college degree level and sizeable number to university level, but among the rural people it is only rich land-holders who send their girls for education as the others financially can ill-afford sending girls to remote cities in hostels for studies. The old tradition of Pakistan that women are kept under seclusion and is the property of the father in child-hood and husband after marriage is in the process of breaking down very fast. The lower class who form majority of population are economically handicapped, live from hand to mouth and, have less education. For their poverty they are consoled by religious preachers that poverty is the greatest virtue and guarantee of good after life. This belief prevails in economically depraved class and only with improvement of economical conditions, it will change.

**Improve the training planning, management and promotion of innovation to enable the entire education system to respond to paid changing socio-economic and cultural demands in a context of increasing resources constraints.**

**Educational psychology according to the need.**

In Pakistan majority of the people still believe that education is the right of male members and female have no right to get education. Psychologically their approach to the female education is wrong and is based on tradition that education will make women free and after getting education women usually will become aggressive and would not like to live and work under male dominance at home or out-side. Future educational program must be arranged in such as to change such psychology, by boosting the mass and media.

**Educational sociology according to the need.**

Most of the girls education is limited to lower schooling level. The reason being that higher educational institutes are co-education while most of families are not ready to grant such kind of freedom to girls due to social pressures.

Pakistan society allows girls to get education in certain specialised fields like medicine and prefer the girls to become gynacologst. This is specially so, as women would prefer death rather than show their body to the male doctors. In the same way school teacher is considered as female profession and any other profession except the above two are not accepted socially and culturally.

**Education responsibilities.**

The main draw back of the existing educational system is that it does not train student for any profession and self-employment by and large and in areas where employment opportunities are available, but skilled people fill then are not available. The situation leads to deterioration of moral values, brother-hood and love for the country's development. The unemployment, is the main factor for problems like, law and order, rights of nationalities, linguist riots and etc. Our educational system must be take care of such responsibilities.

**What nature of education is necessary for women.**

The women must be able to read and write, so they become communicative to others by discussing problems getting advice on house-hold and work-place problems and thus are able to arrive at correct solutions. It means women need to be getting not only formal but also informal education, so that they should not only be able to get employment but also have enough knowledge to become self-employed. The education of women therefore besides the formal education

should be job oriented. There are hundreds of opportunities for women in the existing system and vocational training should be imparted to them in all these fields. The first need for this education is to prepare syllabus, followed by preparation of audio-visual aids. These have to be job oriented and in addition the candidates are to be imparted practical training for achieving skills in various fields. NGO's can start such school specially for women and the fields open for educated girls would be;

Shorthand, typing, personal secretariat-ship, teaching in vocational schools, training in house-hold appliances, cooling, housekeeping, interior decoration, tailoring, making handicrafts, nursing, hoteliering, embroidery, knitting, manufacture of belts and straps, pottery, wicker work, basket work, carpet weaving, spinning, bee keeping, poultry raising and etc.

**The scientific and technological development help in contribution, social economic and cultural development. The method and material have been developed for inter-link scientific and technical education and orienting students towards practical applications in life.**

Lately there is availability of VCR almost in every middle class house-hold. This really makes it easy to bring educational videos and view it in addition to reading text books and seeing demonstrations in the field. This basic requirement is to list out the educational material available in the market and get it on rent from various video renting shops. Cassettes are available on rent at Rs.10 for 24 hours. Admitted that their is a piracy of material but the Pakistan Government and NGO's can make their own training material and rent out through various video renting centres, many thousands of which exist in the country. The trend toward the use of computer is another option for dissimination of knolwedge. All such material has to be brought to the notice of public.

**The education system must cover training, re-planning of educational structures for greater relevance to the social and economic goals, through the inter-linking of education and productive works and conclusion.**

The educational and training system has to be job oriented. Too many trainees in one field ultimately lead to unemployment. Therefore there is a need to find out the existing employment fields and also future employment opportunities. Having done so it would be easy to list out the various professions and opportunities for employment. Next task would be to find out people willing to work as teachers and instructors in those fields. Simultaneous with this, educational material can be collected from various text books available in Pakistan or used abroad. The syllabus for these

subjects can be collected from various institutions of developed countries along with text books used and audio-visual material used in addition for such courses. The instructors will study this and make their own class room material as well as student's texts and guide home work based on text boos and audio-visual materials. This will be supplemented by practical training. The industry would be asked to nominate their own trainees and pay their cost. Industry will also be requested to fund such institutes. All this would interlink the education with actual work in life and lead to advancement of socio-economic goals. We believe that this would be a short-cut to the reshaping and revitalising of the education system.